



CALIFORNIA SCHOOLS



SEPTEMBER

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CALIFORNIA SCHOOLS

Vol. XIV, No. 9
SEPTEMBER, 1943

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Official Publication Issued Monthly
by the California State Department
of Education

Entered as second-class matter May 8, 1930, at the
Post Office at Sacramento, California, under the Act
of August 24, 1912

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CONTENTS

	PAGE
Adapting the Physical Education Program in California High Schools to Meet Wartime Conditions Relating to the Shortage of Manpower.....	183
Departmental Communications.....	189
For Your Information.....	191
Professional Literature.....	197
Directory of the California State Department of Education.....	198

printed in CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1943 GEORGE H. MOORE, STATE PRINTER



ADAPTING THE PHYSICAL EDUCATION PROGRAM IN CALIFORNIA HIGH SCHOOLS TO MEET WARTIME CONDITIONS RELATING TO THE SHORTAGE OF MANPOWER

VERNE S. LANDRETH, Chief of the Division of Physical and Health Education

Physical fitness is the only constant in the curriculum of the five divisions of the high school Victory Corps Program prepared by the United States Office of Education with the collaboration of the United States Army, United States Navy, United States Public Health Service, and Physical Fitness Division of the Office of Defense Health and Welfare Services. In California high schools, instruction in physical education is given daily in the usual program under the provision of Section 10124 of the Education Code:

All pupils enrolled in the junior or senior high schools, except pupils excused, shall be required to attend upon the courses of physical education for an instructional period in each school day which shall be not less than the length of the regular academic periods of the school.

Pupils may be excused from this requirement for physical education instruction only as provided in Section 10126 of the Education Code:

The governing board of each district may grant temporary exemption to pupils who are ill or injured where a modified program to meet the needs of the pupils cannot be provided, and to pupils while enrolled for one-half, or less, of the work normally required of full-time students. Permanent exemption may be granted a pupil who has reached, in the case of an elementary school or high school pupil, his twenty-first birthday, or in the case of a junior college pupil, his twenty-fifth birthday, or a pupil enrolled as a post-graduate student.

Thus in California, physical education is included in five classes of the regular high school program. Pupils enrolled in two classes or less are not required by the State law to take physical education. Pupils enrolled in more than two classes are required by State law to take physical education. In other words, one of three or more classes must be in physical education. The emphasis on physical fitness in the Victory Corps Program looks toward the desirable end of total fitness for all participants. Exercise in the form of purposeful activity is one of the means by which the physical aspects of total fitness are achieved.

Fitness for living, be it in the home, on the farm, in the factory, or at the front, implies freedom from disease or significant deviations from the normal structure and function; enough strength, speed, agility, endurance, and skill to accomplish the tasks that the day may bring; and the mental and emotional adjustment appropriate to the age of the individual. . . . The limitations of fitness are determined and modified by inheritance; but within these limitations daily living practices may develop and otherwise influence fitness.¹

¹ "Role of Exercise in Physical Fitness," Report of the Committee, Arthur H. Steinhaus, Chairman. *Proceedings of the National War Fitness Conference, Cincinnati, Ohio, April, 1943*. Washington: American Association of Health, Physical Education, and Recreation, 1943. The report is also printed in the *Journal of Health and Physical Education*, XIV (June 1943), 299, 300, 345.

Other factors which are equally important in developing and maintaining fitness are adequate nutrition, rest and relaxation, and the use of preventive and therapeutic medical services and the avoidance of excesses. The exercise needed to promote physical fitness may be gained through work. This fact is recognized as the services of boys and girls are sought to help overcome the manpower shortage created by wartime conditions. Agriculturalists as well as persons in charge of the war production industries are calling upon pupils of compulsory school age to perform some of the services which formerly were performed by men who are now in some branch of the armed services. As the war progresses and the armed forces increase in size, provisions must be made to supply manpower needs from among school children for increased war production. The problem which the country faces is stated in the manual entitled *Physical Fitness Through Health Education for the Victory Corps*, prepared under the direction of the United States Office of Education by a committee of educators, with the collaboration of the United States Army, the United States Navy, the United States Health Service and the Children's Bureau. "Power greater than the enemy's is needed to win this war and that means, above all, manpower—men to fly the planes, men to fire the guns, men and women to till the land and run the lathe—manpower virile and strong, freed of the shackles of ill-health and injury is our need. . . ."¹

The principle that work is an essential experience for the adequate education of every boy and girl is fundamental in American thinking. But the conditions under which the boy or girl works, the temporary as well as the ultimate effect that work experience may have on the health and welfare of each boy and girl are of vital concern to us all. These are of particular concern to the school administrator and teacher whose responsibility it is to organize a program and to supervise the activities in which boys and girls participate during the most important period of growth and development.

Several combination work and school programs for pupils of the compulsory school age have been submitted to, and approved by, the California State Department of Education. One of these is the alternate period of work and schooling plan and the other is a plan for work in conjunction with the minimum school day. Physical fitness is provided for with both.

During the alternate-period work and schooling plan preparations are made for a recreational and physical fitness program to be conducted

¹ *Physical Fitness Through Health Education for the Victory Corps*. Victory Corps Series Pamphlet No. 5. Washington: Federal Security Agency, United States Office of Education (In Press). Summary of contents appeared in *Education for Victory*, 1 (February 1, 1943), 13-14, 18.

by supervisors of instruction during the pupil's leisure hours for the period that he works. Facilities for games and recreation are furnished so that the supervisors are able to establish a co-ordinated recreational and educational program. The supervisors who direct these activities are paid by the school districts to live with the pupils and oversee their activities with respect to the moral and physical factors that affect them when they are not on the job. Instructors are employed in a ratio of approximately one to each thirty pupils. During the alternate time when the pupil is in school he carries the regular course of five subjects including physical education. Such a typical alternate work and schooling plan submitted by an aircraft manufacturing corporation was recently approved by the State Department of Education.

Under the second plan a pupil in a secondary school may be scheduled for a minimum school day of four hours and carry on a normal program of instruction by scheduling five 48-minute periods. When this plan is used, physical education is one of the five classes in which such a pupil is enrolled. The activities included in the physical education program under these conditions should be adapted to the total program of work and school. If the work program is strenuous, involving the big muscle groups, the activities carried on by the pupil should be highly recreational in nature, providing for relaxation and freedom from tension. If the work program is such as to provide adequate exercise for certain muscle groups but neglecting others, care should be taken that the pupil be given compensatory exercises for the muscle groups receiving adequate exercise as well as a carefully selected group of exercises for the muscle groups which are being neglected.

In addition to this primary conditioning program, the instructor should not lose sight of the major objectives of a well-rounded physical education and recreation program, remembering that skills learned and attitudes developed are equally important in a wartime program as in a peacetime program.

If a pupil is scheduled for a minimum school day of four hours with four one-hour periods, it is impossible for him to carry the necessary semester periods each semester and complete graduation requirements in the normal span of time and at the same time comply with the Education Code provision in regard to the time requirement in physical education unless credit is granted for work experience.

During the present emergency a possible solution may be found by granting credit for work experience to meet extenuating circumstances brought about by schedule conflicts due to the combination work-school program. This may be done in two ways, authority for which is found in the general principles to guide practices in awarding credit for work

experience adopted by the California State Board of Education in May, 1942. These regulations provide:

1. The pupil must be regularly enrolled in school.
2. The work experience must be definitely related to the in-school training of the pupil. The type of work experience shall be analyzed in such a manner as to indicate its specific elements of learning.
3. Supervision by a teacher, co-ordinator, or supervisor shall be provided, and shall be of such a nature as to relate a part or all of class instruction to work experience.
4. Credit toward graduation may be awarded upon the same bases as are prescribed for the school subjects in sections XII and XIII of the Rules and Regulations of the California State Board of Education, provided that an evaluation or appraisal of the pupil's progress has been made.¹

Normally, work experience credit is given in a subject other than physical education because in most cases the work experience is more definitely related to some other subject in the curriculum. In such cases the pupil enrolls in four subjects, including physical education, and receives five semester periods of credit in a high school subject related to the work experience. For example, if the work were largely of a mechanical nature involving skills of learning to operate hand tools or power machinery, credit could be given in shop. If the work were of a commercial nature such as bookkeeping, typing, and the like, credit could be given in the high school commercial subject closely related to the work experience.

If, however, the work experience is more definitely related to physical training activities and credit for work experience is given in physical education, the following procedure is suggested.

The type of work experience of each pupil so engaged should be appraised by the chairman of the Physical Education Department and approved by the principal. If the task is found to include certain big muscle activities involving the development of strength, endurance, co-ordination, and fundamental skills and in cases where the related training and daily participation in conditioning activities is comparable to the benefits derived from attendance upon the regular physical education classes for which the work experience program is being substituted, credit may be granted in physical education. Such a program must be a matter of record in the physical education office. This record should include the name of the pupil, the nature of his work and activity, number of hours per day the same as in other subjects for which credit for work

¹ Rules and Regulations of the California State Board of Education. State of California Department of Education Bulletin No. 1, January, 1937, pp. 12-16.

experience may be granted. In many cases it will be necessary to make special supplementary assignments outside of school hours to meet this time requirement if the appraisal shows the activities engaged in are not comparable. This may be done by participation in team games, swimming, playing handball or tennis, skating, bowling, hiking, or similar activities at stated intervals under proper supervision. In every instance, the pupil receiving credit for participation in such activities must show evidence of a well organized, constructive individual health and recreational program adapted to his needs.

In making the necessary adjustments in individual cases to assist in meeting some of the problems related to the shortage of manpower, it is imperative that the school administrator keep in mind the responsibility of the schools in making the greatest contribution to the total war effort.

The immediate challenge to schools is to mobilize school and community resources and services in the interest of training for healthful living and for participation in wartime services and activities at the level where each person serves.

The goals of this program include:

- (a) Correction of remediable defects.
- (b) Prevention and control of disease.
- (c) Optimum nutrition for all.
- (d) Prevention of accidents, and skill in first aid.
- (e) Balanced programs of work, exercise, recreation, and sleep.
- (f) Attainment of sound mental attitudes.
- (g) Meeting health requirements for military, industrial, agricultural, and community services.¹

¹Report of the Committee on Educational Qualifications of Health Educators appointed by the United States Commissioner of Education, "Preparation of Teachers for the Program of Physical Fitness through Health Education: Meeting the Wartime Need of Young People." Summary in *Education for Victory*, I (June 15, 1943), 1-5.

MILITARY DRILL NOT A SUBSTITUTE FOR PHYSICAL EDUCATION

In response to a request from United States Commissioner John W. Studebaker for a clarification of the War Department's estimate of the importance of military drill as a preinduction training objective, the following letter was written by Henry L. Stimson, Secretary of War, setting forth the official attitude of the War Department.

WAR DEPARTMENT

Washington

June 16, 1943

Dear Dr. Studebaker :

I have your letter asking whether the War Department recommends that military drill take the place of physical education in the curriculum of the schools and colleges. I assume your question to apply only to the period of the present war and not to periods of peace.

The amount of military drill which can be given in schools and colleges can also be given after induction into the Army, in a relatively short period of time, and under the most productive circumstances. A good physical condition, however, cannot be developed in so short a space of time, and the physical condition of the soldier is of prime importance to the War Department.

The War Department does not want to appear to advise upon the make-up of a curriculum, nor to go beyond outlining some of the elements which the Army believes would be advantageous in its recruits. Of these, a good physical condition is extremely important and a knowledge of basic military drill relatively unimportant.

The War Department therefore does not recommend that military drill take the place of physical education in the schools and colleges during this war period.

The War Department has no objection to the publication of this statement, provided it is quoted in its entirety.¹

HENRY L. STIMSON,
Secretary of War

¹ The text of the letter is taken from *Education for Victory*, II (August 2, 1943), 19.

DEPARTMENTAL COMMUNICATIONS_____

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

WALTER F. DEXTER, Superintendent

SALVAGED EQUIPMENT AND MATERIALS AVAILABLE

The following communication from the Ninth Service Command of the United States Army is probably self-explanatory. Local school officials who desire more specific information as to the exact types of equipment or materials which are available should communicate directly with Captain Wilson.

WAR DEPARTMENT, HDQRS. A.S.F.

PRE-INDUCTION TRAINING BRANCH

FIELD SECTION, NINTH SERVICE COMMAND

450 Mission St., Room 406

San Francisco, 5, California

450 Mission St., Room 46

San Francisco, 5, California

28 July 1943

Mr. Walter F. Dexter
State Superintendent, Public Instruction
Sacramento, California

Dear Mr. Dexter:

The Army now has on hand a rather large supply of salvage materials, some of which may be given to public educational agencies which can make efficient use of them, the only expense being that of handling charges.

Among these items at present are: scrap metal, scrap lumber, communication wire, vehicles, motors (especially D. D. type) and various types of machines, etc. Much of this is obsolete, used or damaged, but can be utilized for training.

It is necessary that requests for these materials be channeled through this office.

If you will make the above facts known to the schools of your State, it will be appreciated.

No particular items nor amounts can be promised anyone, but every effort will be made to meet urgent needs.

Sincerely,

(Signed) Elmer E. Wilson

ELMER E. WILSON

Captain, QMC, Field Representative
Civilian Pre-Induction Training Branch
Industrial Personnel Division, ASF

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

California Program for the Care of the Children of Working Parents.

Bulletin of the California State Department of Education, Vol. XII, No. 6, August, 1943.

A bulletin on the establishment of child-care centers with suggestions on types of care and activities was issued in August. It was prepared by the Division of Elementary Education of the California State Department of Education and is being published by the Department. It outlines procedures to be followed in applying for federal funds for the establishment of child-care centers. The suggestions for the programs, activities, types of care, and items of equipment have been carefully compiled.

Copies of the bulletin have been distributed to county, city, and district superintendents of schools. They will be furnished upon request to individuals and organizations. Requests should be sent to the Division of Textbooks and Publications.

List of High School Textbooks. Bulletin of the California State Department of Education, Vol. XII, No. 7, August, 1943.

This bulletin is issued by the State Department of Education. It is compiled and distributed in accordance with the state law which provides that a list of all books officially filed by publishers with the Department for use in high schools shall be listed.

Copies of the bulletin will be sent to county and city superintendents of schools, high school principals, the clerk of the governing board of each high school district, and to each publisher whose books are listed. Additional copies may be obtained free of charge on request to the Division of Textbooks and Publications.

FOR YOUR INFORMATION

POSTWAR PLANS FOR PEACE THROUGH EDUCATION

Suggestions for an international agency for education as the foundation for a lasting peace are contained in the recent report of the Educational Policies Commission just issued under the title *Education and the People's Peace*. A special edition of the report has been made available for distribution by the teachers of the United States through the NEA War and Peace fund as a contribution to victory and peace.

The first section of the report "One More Chance" discusses the opportunities offered in 1919 after the last war to attain a decent and peaceful world and how the chance was lost chiefly through failure to formulate and establish international educational organizations and procedures. The report assumes that in the light of two failures in the last century that the people of all nations will insist on some form of world organization. Within such a framework three different steps for implementing a permanent peace plan are proposed through education.

1. It is necessary to develop in the United States an informed and aroused public opinion with reference to the issues of peace and international organization. This educational program should be related to similar programs in other United Nations.
2. It is necessary to create soon a council on education for the United Nations. This council should be related to other aspects of United Nations policy.
3. It is necessary that a permanent international agency for education be established soon after the war ends. This agency should be related to other parts of the emergent world organization.

The second section "Our Task Begins at Home" discusses ways of realizing the aims of war as a basis of choice among three different routes: American isolation, American imperialism, and American co-operation. The report stresses the need for adopting the third way in these words: "Let every responsible citizen be enlisted in the campaign for enlightenment."

For as surely as the earth turns, force and violence shall be the law; and wars of cataclysmic destruction shall be the penalty; and blood and tears shall be the inheritance of that people who neglect to learn and to teach that the earth has grown smaller, that all men are fundamentally alike, and no human being need now lack food or shelter, and that science has made it necessary for men to live at peace if they want to live at all.

The third and fourth sections of the report consider the various international agencies of the United Nations that may be utilized in the permanent structure of an international educational organization after the war. The International Labor Agency is cited as a possible model in setting up international educational procedures. Although the report is necessarily vague in its statements on the structure of the organization, it is specific as to the function of such an organization.

1. Universal schooling, including education for health, vocational skills, and intellectual development.
2. Equal access to educational opportunity to all levels. The progress toward equality of opportunity in education, which was occurring prior to the war in nearly all countries should be speeded up and generalized. Talent from whatever level in society it may emerge should be fully recognized and developed by advanced training which shall be effectively free.
3. All teaching institutions shall be devoted to the development of tolerance, justice, and goodwill, and no teaching institution public or private be allowed to develop international ill will, to encourage group aggression, or to teach lies.
4. A continuing system of adult education opportunities in a study of personal, social, and economic problems.
5. Complete academic freedom and complete academic responsibility and accountability for the teaching staffs of schools in all parts of the world.
6. Definite factual instruction at every level in all school systems concerning the history, culture, psychology, and problems of other peoples.
7. Instruction in all school systems concerning world organization and problems of international relations; such instruction to be factual and free from recrimination.
8. Systematic efforts to improve the preparation and background of teachers for giving instruction concerning international problems.

The final section offers arguments to meet the inevitable objections to the plan. It concludes that education must be carried on at home as a supporting measure for an international organization. “. . . Humane and enlightened public opinion is the foundation for all the rest of the proposed structure. . . . Now is the time for the American people to match the varied wealth of their great resources, and the tremendous military potential of their men and their machines, with a moral and educational program of equal stature.”

CALIFORNIA SCHOOL ADMINISTRATORS NAMED TO POSTWAR PLANNING COMMITTEE

John L. Lounsbury, President of the San Bernardino Valley Junior College, has been appointed chairman of the special committee on postwar plans for junior colleges of the American Association of Junior Colleges. Other California members of the committee are J. W. McDaniel, Bakersfield Junior College, and Charles S. Morris, San Mateo Junior College.

The committee will study all phases of administration, organization, and curricular adjustment in 600 junior colleges of the country and make recommendations for the most desirable adaptations of junior college to postwar needs.

INCREASED WAR BOND GOAL FOR PUBLIC SCHOOL CHILDREN

School children of the nation will be asked to raise 40 million dollars, enough to buy 20,000 jeeps, in the sale of war bonds and stamps in the war bond drive which begins in September co-incident with the opening of the schools of the nation. The campaign in the schools, known as the "triple-threat jeep campaign," will culminate on December 7, Pearl Harbor Day. The bond goal for the fall drive is 4 million more than the amount raised in the spring.

For the benefit of teachers and school administrators who undertake to direct the drive among the children, the Education Section of the War Finance Division of the United States Treasury announces various materials prepared for their use.

Schools-at-War. A War Savings News Bulletin for Teachers

Schools-at-War Handbook for School Administrators

Handbook for War Savings Assembly Programs

Foreign Language Dodgers (For the Use of Foreign Language pupils)

One Hundred Billion Dollars for the War (A financial discussion of the war)

Music Educators and the Schools-at-War

Sharing America, a Musical Pageant

War Savings Radio Scripts for the Schools-at-War

There are No Little Things (Radio script emphasizing small economies)

Songs for the Schools-at-War

In addition to these materials there are numbers of posters on historic subjects. These materials may be obtained from the State War Savings Staff, 631 South Spring Street, Los Angeles, for southern California, and 681 Market Street, Room 730 Monadnock Building, San Francisco, for northern California.

WARTIME ACTIVITIES OF THE CALIFORNIA GROUPS OF FUTURE FARMERS OF AMERICA

Future Farmers of America in California have \$1,360,000 in farming enterprises to produce food and fiber for winning the war, according to a summary issued at the end of the fiscal year from the state headquarters at San Luis Obispo.

Although the membership has decreased to about 8,000 total for the state because of enlistment in the armed services, those remaining in high school agriculture have increased their holdings of livestock, poultry, farm machinery and other assets by \$110,000 over the previous fiscal year.

Other statistics from the annual summary show that more than 3,000 boys repaired or reconditioned farm machinery, 3,100 repaired or constructed farm buildings, 3,700 increased their farming enterprises during the year in accordance with essential food quotas, and 3,700 conducted home victory gardens totaling 1,356 acres. Victory gardens undertaken by chapters totaled 181 acres.

More than 1,600 boys who were in high school, and active members during the previous year, are now serving in the armed forces. More than 2,000 associate members, out of school more than a year, are also listed in the service group.

GEOGRAPHIC BULLETINS FOR SCHOOL USE

The Geographic School Bulletins issued by the National Geographic Society for schools will resume publication for the fall term of school on October 4. This weekly illustrated periodical describes places, peoples, industries, commodities, and scientific developments toward which the news had directed popular interest. The bulletins are published thirty weeks of the year. They contain seven brief factual articles and seven illustrations or maps in each issue. The format is so designed that each article with its illustrations and suggestions for further reading is a complete unit which can be detached for separate filing or for bulletin board use.

The Geographic School Bulletins are sent out to teachers upon request as a service to education on the part of the National Geographic Society. The only charge is 25 cents a year to cover mailing costs. Restrictions on the use of paper in publications will limit the distribution for the coming year but the Society will accept subscription accompanied by the fee as long as war restrictions permit. Orders should be sent to the National Geographic Society, Washington, D. C.

A STUDY ON TEACHERS AND THE ARTS

A pamphlet resulting from a co-operative study of teacher education has been announced by the Commission on Teacher Education. The publication, *Teachers Enjoy the Arts*, appraises informal art activities and their worth for teachers who are neither artists nor teachers of art.

Information concerning the pamphlet may be obtained from Helen E. Davis, 744 Jackson Place, Washington (6), D. C.

VICTORY CORPS PAMPHLET ON SCHOOLS AND THE HOME FRONT

The variety of service activities undertaken by public high school pupils in all sections of the country as a contribution to the war on the home front is described in the publication, *Community War Services and the High School Victory Corps*. The pamphlet is number 5 of the Victory Corps Series issued by the United States Office of Education.

Single copies may be obtained for 15 cents from the Superintendent of Documents, Washington, D. C.

ROYALTY PROJECT FOR HIGH SCHOOL DRAMA

The National Theater Conference announces that it will continue to sponsor the royalty project among high schools and colleges for the coming school year. The purpose is to aid schools, especially public high schools, with small budgets for dramatic activities, in producing carefully selected plays at reduced royalty. Reductions amounting to from \$5.00 to \$15.00 on such plays as the *Patriot*, *You Can't Take It With You*, and *Our Town*, and other recent Broadway successes are announced for this school year.

The \$1.00 certification fee does not cover the administrative cost of conducting the royalty project but the sum is supplemented by grants from the Rockefeller Foundation. The National Theater Conference is entirely a service organization which administers the project for the advancement and improvement of high school, community, and college dramatics throughout the country.

Information concerning the amount of reductions and the procedure in obtaining them should be addressed to Central Office, National Theater Conference, Western Reserve University, Cleveland, Ohio.

WARTIME EDUCATIONAL MATERIALS AVAILABLE

Materials on wartime regulations and activities that may be useful to schools are available free of charge to schools from the Regional Office, OPA, 1355 Market Street, San Francisco. Requests should be addressed

to Dr. Walter Isle, Regional Educational Specialist. These materials contain authoritative information on price control, rationing, and other federal regulations and policies relating to the war. The list of material follows:

OPA Bulletin for Schools and Colleges (March, June, and August).

Recent information on price control, rent control, and rationing with suggestions as to what schools and colleges can do and accounts of what they are doing.

Selected Bibliography on Price Control, Rent Control, and Rationing. Revised June, 1943.

The Attack on Price Control. An address by Clair Wilcox, May, 1943 (mimeographed).

Rebuttal of current criticism of price control.

Address by Prentiss Brown.

Highlights in the development of price control during World War II.

Mathematics and the Home Front by Walter W. Isle. Reprint from the May, 1943, issue from the *California Journal of Secondary Education*.

Applications of mathematics to price control, rent control, and rationing, with bibliography.

The Accomplishments of Price Control. Report No. 12, January 15, 1943.

Tables and Graphs. Material suitable for mathematics class.

The Effectiveness of Price Control. Report No. 13, October, 1942.

Similar to Report No. 12.

Proposed Program for the Elementary Schools: June, 1943 (mimeographed).

Outline of the contributions to be made by the elementary school to nation's wartime effort. Activities and desired outcomes.

Proposed Program Secondary Schools. In Preparation.

The following publications were previously listed and are now available in limited quantities:

The War on the Home Front: Suggested Teaching Units.

Charting the 3 R's for 1943.

The Role of the Educational Services Branch in the OPA's Wartime Program.

Consumer Education in the Victory Corps.

Teacher's Handbook on OPA's Wartime Economic Program.

How to Shop with Ration Book II. Poster in colors.

PROFESSIONAL LITERATURE

CURRENT PUBLICATIONS RECEIVED

- ABEL, THEODORA M., and KINDER, ELAINE F. *The Subnormal Adolescent Girl*. New York: Columbia University Press, 1942.
- ATHERN, CLARENCE R. *Survey of Research in Residential Schools for the Blind*. Monograph No. 12. New York: New York Institute for the Education of the Blind, 1942.
- BROUGHTON, AVERELL. *Careers in Public Relations: The New Profession*. New York: E. P. Dutton & Co., 1943.
- CRAWFORD, MARY M. *Student Folkways and Spending at Indiana University, 1940-41*: Studies in History, Economics and Public Law, No. 499. New York: Columbia University, 1943.
- Education for War and Peace*. Leland Stanford University School of Education. Stanford University, California: Stanford University Press, 1942.
- FINE, BENJAMIN. *Educational Publicity*: Public Relations Studies, American Council on Public Relations, Palo Alto, California. New York: Harper & Bros., 1943.
- HUTCHINSON, DOROTHY C. H. *In Quest of Foster Parents: A Point of View on Home-Finding*. New York: Published by the New York School of Social Work by the Columbia University Press, 1943.
- HUTCHINS, ROBERT MAYNARD. *Education for Freedom*. Baton Rouge, Louisiana: Louisiana State University Press, 1943.
- KIMBALL, V. F., and M. R. BHAGWAT. *Your Future in Chemistry*. American Job Series Monograph No. 37. Chicago: Science Research Associates (1700 Prairie Avenue), 1943.
- LANDBETH, CATHERINE. *Education for the Young Child: A Nursery School Manual*. New York: John Wiley & Sons, 1942.
- Language Arts and the Fine Arts*, Review of Educational Research, Vol. XIII, No. 2, April, 1943. Washington: American Educational Research Association of the National Education Association.
- LOWELL, MILDRED HAWKSWORTH. *College and University Library Consolidations*. Eugene, Oregon: Oregon State System of Higher Education, 1942.
- Pre-induction Training in Vocational Schools, Vocational Departments and Trade Schools*. War Department P.I.T. 330. Prepared jointly by the War Department and the United States Office of Education, Vocational Division. Washington: War Department, 1943.
- "Some Early Effects of the War on the Public Schools." Circular No. 218. Washington: Federal Security Agency, United States Office of Education, July, 1943 (mimeographed).
- Teacher Personnel*, Review of Educational Research, Vol. XIII, No. 3, June, 1943. American Educational Research Association of the National Education Association.

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Mabel R. Gillis, State Librarian, Chief of Division of Libraries
Eleanor Hitt, Assistant Librarian
J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education, and Chief of Bureau of Trade and Industrial Education
Julian A. McPhee, Chief of Bureau of Agricultural Education, President of California Polytechnic School, San Luis Obispo
Ira W. Kibby, Chief of Bureau of Business Education
Maude I. Murchie, Chief of Bureau of Homemaking Education
H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
J. M. Dodd, District Supervisor of Vocational Rehabilitation, 515 California Building, 515 Van Ness Ave., San Francisco
W. E. Smith, District Supervisor of Vocational Rehabilitation, 800 Metropolitan Water District Building, 306 West Third Street, Los Angeles
- Commission for Special Education
R. S. French, Chief of Bureau for the Education of the Blind, Superintendent, California School for the Blind, Berkeley, Chairman
Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 502 California Building, 515 Van Ness Ave., San Francisco
H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance
Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Superintendent, California School for the Deaf, Berkeley

* On military leave.

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